



Warren Consolidated Schools
Board of Education

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Office of Curriculum and Instruction

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John C. Bernia, Jr.
Chief Academic Officer

Pam Fry
Executive Director of Curriculum

Creating Dynamic Futures

2017-2018 (Grade 8 – Course Guide)

Dear Parent/Guardian,

The mission of the Warren Consolidated School District, in partnership with families and community, is to create the best school system that will ensure the highest quality of teaching and learning to enable all students to become knowledgeable, ethical, and successful citizens. In other words, this organization is committed to students graduating as fully-functioning adults, ready to participate in a global economy and ready to take on the challenges that will confront them.

Our schools are organized around the principles of a Professional Learning Community (PLC) where student achievement is our main goal. The PLC is a collaborative process designed to improve student learning, and more specifically, your student's academic success. I hope that you will be engaged in the process as well by involving yourself in your student's learning and overall academic program.

The partnership process begins now as you select courses for next year. Warren Consolidated Schools offers excellent high quality programs for its students. It is imperative that you and your student take the time to discuss and plan the education experiences and opportunities in which they will participate. The course selection process is critical if your student is to become a successful and productive individual in a rapidly changing world.

In March of 2012, the Board of Education approved the restructuring of the Middle School Core and Elective Courses. Core courses are required courses that all students must take. For Grade 8, this includes Language Arts, Mathematics, Science, Social Studies, Fitness for Life and 21st Century Getting Creative. Elective courses are chosen by the students based on their interests. For Grade 8, this includes 2-Dimensional Art, 3-Dimensional Art, 21st Century Organizational Skills, 21st Century Productive Skills, Concert Band, Engineering and the Environment, Engineering for the Future, Health Education, Spanish A, Spanish B, Spanish 1 for High School Credit, and Team Sports.

Example of a Grade 8 Student Schedule

<i>1st Hour</i>	<i>2nd Hour</i>	<i>3rd Hour</i>	<i>4th Hour</i>	<i>5th Hour</i>	<i>6th Hour</i>
Language Arts (40 Weeks)	Mathematics (40 weeks)	Science (40 Weeks)	Social Studies (40 Weeks)	Fitness for Life (20 Weeks)	Elective (40 Weeks)
				Getting Creative for the 21st Century (20 weeks)	

In addition to our traditional middle school experience, the Warren Consolidated Schools also offer eligible students the opportunity to attend the Middle School Mathematics Science Technology Center - (MS)²TC – for 6th, 7th, and 8th graders. Students who are accepted into the program will split their day between their home middle school, where they will take their Social Studies and two elective classes, and Butcher Educational Center, where they will take their Mathematics, Science and English Language Arts classes.

Beginning during the 2015 – 2016 school year, 7th and 8th grade eligible students may also participate in the Middle School Visual and Performing Arts program (MSVPA). These students will also split their day between their home school,

where they will take their Mathematics, Science and Language Arts classes, and the Butcher Educational Center where they will take their Social Studies and Visual and Performing Arts courses.

Those students eligible to participate in both the (MS)²TC and the MSVPA will spend their whole school day at the Butcher Educational Center.

The dedicated staff of talented teachers, counselors, and administrators is available for consultation in making choices or answering questions. Future career choices have basic requirements that must be met. The time you and your student spend now planning and selecting challenging programs will reap benefits later on the path leading to success.

Sincerely,



John C. Bernia, Jr.
Chief Academic Officer

Core/Required Courses

Language Arts 8 (40 weeks)

Course ID: MS1841 / MS1842

This course will continue to strengthen process-writing skills, develop creativity, independent thinking, and expression. Moving away from the two hour block, in this course, emphasis is placed on editing skills (correct use of Standard English), vocabulary, reading strategies with complex text, grammar development, refining listening, speaking, and argumentative writing skills.

Language Arts 8R (40 weeks)

Course ID: MS8121 / MS8122

This course is for students with an Individualized Education Plan (IEP) who receive Resource Room support services.

Language Arts Skills RR 6-8 (40 weeks)

Course ID: MS0817 / MS0818

This course is for students with an Individualized Education Plan (IEP) who receive Resource Room support services and who are significantly behind in grade-level content. This course takes the place of an elective class for students and allows eighth grade students to have two hours of Language Arts support. The course will primarily use the Corrective Reading Program to enhance the curriculum.

Math Course 3 (40 weeks)

Course ID: MS3841 / MS3842

This course builds off the concepts taught in Math Course 2 and continues to emphasize estimation, mental math, and computational skills and introduces the necessary preliminary algebraic concepts for preparation for a more formal algebra presentation in Grade 9.

Math Skills RR 6-8 (40 weeks)

Course ID: MS0815 / MS0816

This course is for students with an Individualized Education Plan (IEP) who receive Resource Room support services and who are significantly behind in grade-level content. As this course replaces the grade level math course, the focus is to provide instruction in the foundational math skills needed to learn grade level math concepts.

Algebra 1 (40 weeks-High School Credit)

Course ID: HS1601 / HS1602

This course is intended for students that have the knowledge and skills to apply their previous understanding of mathematics to Algebra 1 and are able to keep up with the rigor of high school Algebra. The following concepts are covered: the Real Number System; Structure of Expressions, Equations, and Inequalities; Arithmetic with Polynomials and Rational Expressions; and Functions.

Students that successfully complete Algebra 1 will earn high school credit and will be enrolled in Geometry or Accelerated Geometry as a 9th grade student. The course sequencing will enable the student who continues this accelerated enrollment to participate in “Early College” opportunities such as Advanced Placement Calculus or Dual Enrollment as a high school senior.

Pre-requisite: Demonstrated proficiency on M-Step, Algebra Readiness Assessment, NWEA Assessment AND report card.

Middle school students taking Algebra 1 will earn the high school credit. The grade will not become part of the student’s high school GPA calculation, but the credit and grade will appear on the high school transcript.

Geometry (40 Weeks-High School Credit)

Course ID: HS1611 / HS1612

This course is intended for students that have the knowledge and skills to apply Algebra 1 to Geometry concepts and are able to keep up with the rigor of high school Geometry. The following topics are covered: Congruence and Transformation in the Plane; Prove Geometric Theorems; Understand and Apply Theorems about Circles; Make Geometric Constructions; Understand Similarity in terms of Similarity Transformations; Define Trigonometric Ratios and Solve Problems Involving Right Triangles; and Apply Trigonometry to General Triangles.

Recommendation: Satisfactory completion of Algebra 1.

Middle school students taking Geometry will earn the high school credit. The grade will not become part of the student’s high school GPA calculation, but the credit and grade will appear on the high school transcript.

Geometry Accelerated (40 Weeks-High School Credit)

Course ID: HS1701 / HS1702

This is a college preparatory course for the accelerated mathematics students. The course content will include topics covered in regular Geometry (see above description) but will be taught at a more rigorous and in-depth pace. Students expecting to study Calculus as a 12th grader should take this course in 9th grade.

Recommendation: Satisfactory completion of Algebra 1.

The grade earned in Accelerated Geometry will become part of the student’s high school GPA calculation. The actual credit earned and the grade point for the course will appear on the high school transcript.

Science 8 (40 weeks)

Course ID: MS4840A / MS4840B

In this course, students will investigate and explore connections in the four domains of science. The course will use an inquiry-based approach that requires students to utilize critical thinking and problem solving skills. Topics in this course include an in-depth look at Chemistry (the atom and periodic table), Physics (motion, forces, energy, electricity and magnetism), and Earth & Space science (plate tectonics, geologic time, groundwater, astronomy).

Social Studies 8 (40 weeks)

Course ID: MS2841 / MS2842

This course provides a more in-depth study of the history of the United States begun in Grade 5. Lessons begin with the origins of our country and continue through the Civil War. Students are taught the basic principles of our Constitution to help them become participatory citizens in a democratic society. American History from the Reconstruction period to the present will be taught in Grade 9.

Fitness for Life (20 Weeks)

Course ID: MS7824

This course is designed to enable 8th grade students to progress in the skill competencies and conceptual knowledge related to movement and physical activity. Developmentally appropriate concepts of physical fitness and motor skills are explored. A unit on HIV and AIDS awareness and Human Growth and Development will be taught in this course.

21st Century Getting Creative (20 Weeks)

Course ID: MS1631

This course develops the technological skills students need to be successful in the 21st Century. Students will use the award-winning MISD created 21 Things 4 Students as a foundation to learn and demonstrate technology skills using a variety of web tools, instructional videos, and online activities to create a digital portfolio of project-based learning activities with an integration of Language Arts, Mathematics, Science and Social Studies. The essential skills covered in this course are Career Prep, Buyer Beware, Mobile Computing, Video Creation, Powerful Presentations, Screencasting, and Game Design.

Building-Based Supplemental Courses

ELA Builder-8 (20 weeks)

Course ID: MS0813 / MS0814

Students are placed in this semester or year-long course based on their performance to provide additional support in the English Language Arts content area. Students **MAY NOT** select this course as an Elective Course. However, if it is determined that the student needs additional support, the student may be assigned to this course in lieu of an elective course. This course may not be offered at all middle schools and is contingent upon supplemental funding.

Math Builder-8 (20 weeks)

Course ID: MS0811 / MS0812

Students are placed in this semester or year-long course based on their performance to provide additional support in the Math content area. Students **MAY NOT** select this course as an Elective Course. However, if it is determined that the student needs additional support, the student may be assigned to this course in lieu of an elective course. This course may not be offered at all middle schools and is contingent upon supplemental funding.

Independent Study (20 weeks)

Course ID: MS8827

This course is not offered at all schools or every year. Its occurrence is dependent upon administrative approval.

Elective Courses

2-Dimensional Art (20 Weeks)

Course ID: MS5820

This course introduces elements and principles of art through history and cultural exposures. Two-dimensional art forms will be explored which may include pencil and pastel drawing, acrylic and watercolor painting, printmaking and silk painting.

3-Dimensional Art (20 Weeks)

Course ID: MS5821

This course introduces elements and principles of art through history, society, and cultural exposures. Three-dimensional art forms will be explored in various forms.

21st Century Organizational Skills (20 Weeks)

Course ID: MS1611

This course develops the technological skills students need to be successful in the 21st Century. Students will use the award-winning MISD created 21 Things 4 Students as a foundation to learn and demonstrate technology skills using a variety of web tools, instructional videos, and online activities to create a digital portfolio of project based on learning activities with an integration of Language Arts, Mathematics, Science and Social Studies. The essential skills covered in this course are Basic Orientation, Cloud Management, Digital Footprint, Visual Organizers, Troubleshooting, Cyber Safety and Be Legal & Fair.

21st Century Productive Skills (20 Weeks)

Course ID: MS1621

This course develops the technological skills students need to be successful in the 21st Century. Students will use the award-winning MISD created 21 Things 4 Students as a foundation to learn and demonstrate technology skills using a variety of web tools, instructional videos, and online activities to create a digital portfolio of projects, based on learning activities with an integration of Language Arts, Mathematics, Science and Social Studies. The essential skills covered in this course are Search Strategies, Social Networks, On-line Interactives, Digital Images, Suite Tools, and Dig the Data.

Concert Band (40 Weeks)

Course ID: MS6843 / MS6844

This course is an advanced course of study for players of wind, percussion, and brass instruments. New instrumental techniques and music theories are learned. Performance attendance and activity participation required.

Engineering and the Environment (20 Weeks)

Course ID: MS1651

Utilizing the various skills of the STEM discipline, students will engage in hands-on activities that utilize their reasoning and problem-solving skills to discover the science behind the cutting edge technology of alternative, sustainable and renewable energy sources, including alternative fuels like fuel cell cars, ethanol, bio-fuels, and solar, hydro and wind power.

Engineering for the Future (20 Weeks)

Course ID: MS1661

In this STEM course, students will discover the science and engineering needed to create, design and manufacture different structures and machines. Interactive activities will allow students to use their problem-solving skills to discover the science behind, planning of, and construction of structures and simple machines, including bridges, skyscrapers, robotics, and rocketry.

Health (20 Weeks)

Course ID: MS7821

In this course, students will become aware of the complete idea of health which includes physical, mental and social health. Areas covered are communicable diseases, AIDS, human sexuality, personal care, fitness and nutrition. First aid, safety, public and environmental health, and substance abuse are also addressed.

Spanish A (20 Weeks)

Course ID: MS 8612

Spanish A focuses on building vocabulary and useful phrases, while students learn about the Mexican and Spanish cultures. At this level, Spanish instruction covers the basics of conversation as students begin to develop real skills in speaking the language. Spanish A and B are independent of each other and can be taken in any order.

Spanish B (20 Weeks)

Course ID: MS 8613

Spanish B focuses on vocabulary development and common phrases, while learning about what life is like in Spain. This level of Spanish instruction covers the basics of conversation as students develop skills in speaking the language. Students who do well in Spanish A and Spanish B are well prepared for Spanish 1 in high school. Spanish A and B are independent of each other and can be taken in any order.

Spanish I (40 Weeks-for High School Credit)

Course ID: HS4011 / HS 4012

Spanish 1 students work with the same content that is found in a high school level Spanish 1 course. Students learn more advanced vocabulary and grammatical structures and are challenged to master various elements of the present and future tenses. Students that do well in Spanish 1 are well prepared for the high school course, Spanish 2.

***Note: Beginning with the Class of 2016, all high school students will be required to take two (2) consecutive years of a World Language for graduation. Students may fulfill this requirement with one credit in a World Language course and one credit in a CTE program or additional VPA credit. However, admission to some colleges/universities requires two years of study of the same language, as three or four years are strongly advised. Taking four years of a World Language in high school increases students' chances of fulfilling some college language requirements.**

The grade earned in Spanish 1 will not become part of the student's high school GPA calculation, but the credit and grade will appear on the high school transcript.

Team Sports (20 Weeks)

Course ID: MS7825

This course focuses on categories of sport and activity, progress in motor skills and tactical knowledge unique to that category of physical activity. Combining basic elements of movement and sports are emphasized in this course.

Middle School Mathematics Science Technology Center (MS)²TC

FOR SCHEDULERS ONLY: 8th grade students who are accepted into the Middle School Mathematics Science Technology Center (MS)²TC, use MSM801 as a placeholder for the AM session and MSM802 as a placeholder for the PM session.

(MS)²TC Algebra 1 (40 Weeks)

Course ID: HSM1601A/ HSM1601B (Course numbers used by the (MS)²TC Scheduler)

This course is intended for students that have the knowledge and skills to apply their previous understanding of mathematics to Algebra 1 and are able to keep up with the rigor of high school Algebra. The following concepts are covered: the Real Number System; Structure of Expressions, Equations, and Inequalities; Arithmetic with Polynomials and Rational Expressions; and Functions.

Students that successfully complete Algebra 1 will earn high school credit and will be enrolled in Geometry or Accelerated Geometry as a 9th grade student. The course sequencing will enable the student who continues this accelerated enrollment to participate in "Early College" opportunities such as Advanced Placement Calculus or Dual Enrollment as a high school senior.

The grade earned in Algebra 1 will not become part of the student's high school GPA calculation, but the credit and grade will appear on the high school transcript.

(MS)²TC Language Arts 8 (40 Weeks)

Course ID: MSM1843 / MSM1844 (Course numbers used by the (MS)²TC Scheduler)

This course focuses on English Language Arts standards for reading Literature and Informational text (Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity); Speaking and Listening (Comprehension and Collaboration and Presentation of Knowledge and Ideas); Writing (Text Type and Purpose, Production and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing); and Language (Conventions of Standard English, Knowledge of Language, and Vocabulary Acquisition and Use).

(MS)²TC Science 8 (40 Weeks)

Course ID: MSM4840A / MSM484B (Course numbers used by the (MS)²TC Scheduler)

This course will focus on Earth and Space Science. Students will explore major global issues at the interface of science, technology, society and the environment, and bring to bear the kinds of analytical and strategic thinking that prior science training make possible. Students will build on their previous science courses and explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well.

Middle School Visual and Performing Arts Program (MSVPA)

FOR SCHEDULERS ONLY: 8th grade students, who are accepted into the Middle School Visual and Performing Arts Program (MSVPA), use MSVPA801 as a placeholder for the AM session and MSVPA802 as a placeholder for the PM session.

MSVPA Integrated Social Studies 8 (40 Weeks)

Course ID: MSVPA2841A / MSVPA2841B (Course numbers used by the (MS)²TC Scheduler)

Students will study United States History from early America exploration, exploration and conquest, Native Americans, through early colonization and settlement. Students will also study the causes and consequences of the American Revolution, economic and geographic expansion, reform, the Civil War and reconstruction to the development of an industrial, urban and global United States. Geographic, civics / government and economic contents are integrated within the historical context as well as through, with and by the study of the visual and performing arts. The course pushes students to develop strong argumentative and analytical writing skills through close and critical reading of historical documents and reference materials.

MSVPA Integrated Arts 8 (40 Weeks)

Course ID: MSVPA3843A1 / MSVPA3843B1 (Course numbers used by the (MS)²TC Scheduler)

MSVPA3843A2 / MSVPA3843B2 (Course numbers used by the (MS)²TC Scheduler)

This course will incorporate Performing Arts, Visual Arts, and Music as students work in collaboration with staff across all the curricular disciplines.

Students develop observation and accuracy skills as they progress through a variety of classroom assignments such as still life drawings, perspective drawings, portraiture, figure drawing and painting. These studies serve two purposes: the first to familiarize students with the traditional subject matter and media of the visual arts; and secondly as a means through which to explore early American History and culture through artistic expression and artifacts of art history. Ultimately students apply what they learn about subject, form, and content to both individual works and those completed in conjunction with the Integrated Performing Arts productions.

Students are also introduced to basic aspects of theatre performance and production including the areas of acting, dance, singing, vocabulary, history, etiquette, use of tools and equipment along with technical design, theory and implementation. Integrated Performing Arts contextualizes concepts studied in Social Studies while providing a forum for students to apply subject, form, and content introduced in Integrated Visual Arts. Extensive writing and research for particular audiences frame students' work in Integrated Performing Arts where students must be able to analyze complex texts, draw inferences, and determine main ideas and supporting details of theatrical work studied and prepared for theatre performances.

Elective Courses – MSVPA/(MS)²TC

Spanish 1 (40 Weeks – for High School Credit)

Course ID: HS4011/HS4012

Spanish 1 students work with the same content that is found in a high school level Spanish 1 course. Students learn more advanced vocabulary and grammatical structures and are challenged to master various elements of the present and future tenses. Students that do well in Spanish 1 are well prepared for the high school course, Spanish 2.

***Note: Beginning with the Class of 2016, all high school students will be required to take two (2) consecutive years of a World Language for graduation. Students may fulfill this requirement with one credit in a World Language course and one credit in a CTE program or additional VPA credit. However, admission to some colleges/universities requires two years of study of the same language, as three or four years are strongly advised. Taking four years of a World Language in high school increases students' chances of fulfilling some college language requirements.**

The grade earned in Spanish 1 will not become part of the student's high school GPA calculation, but the credit and grade will appear on the high school transcript.

Spanish 2 (40 Weeks – for High School Credit)

Course ID: HS4011/HS4012

This course is a continuation of the goals of Spanish 1 with further development of proficiency in listening and speaking skills. More emphasis is placed on structure pattern analysis as well as on reading and writing (composition).

Recommendation: Spanish 1

***Note: Beginning with the Class of 2016, all high school students will be required to take two (2) consecutive years of a World Language for graduation. Students may fulfill this requirement with one credit in a World Language course and one credit in a CTE program or additional VPA credit. However, admission to some colleges/universities requires two years of study of the same language, as three or four years are strongly advised. Taking four years of a World Language in high school increases students' chances of fulfilling some college language requirements.**

The grade earned in Spanish 2 will not become part of the student's high school GPA calculation, but the credit and grade will appear on the high school transcript.

Concert Band (40 Weeks)

Course ID: MS6843/MS6844

This course is an advanced course of study for players of wind, percussion, and brass instruments. New instrumental techniques and music theories are learned. Performance attendance and activity participation required.

Students attending Butcher Educational Center (all day) for MSVPA and (MS)²TC programs will also enroll in either Spanish 1 or Concert Band.

English Learner (EL) Program

The WCS English Learner Program has three main goals. Those goals are:

1. To help EL students acquire English language proficiency in the areas of listening, speaking, reading, and writing.
2. To help EL students acquire core content knowledge while acquiring academic language proficiency to participate in the general education curriculum.
3. To help EL students learn about the school and community and to participate more fully in non-academic and extracurricular opportunities offered by the school.

For additional information about the District English Language Learner program, please contact:

Christina Kozlowski
Administrator of Language Acquisition & Secondary MTSS
(586) 698-4701, ext. 68140

The following courses are for English Learner students who have a Level 1 proficiency placement on the World-class Instructional Design and Assessment (WIDA). EL Level 1 courses may not be available at all middle schools.

Language Arts-1E (40 weeks)

Course ID: MS0643/MS0644. This course will develop general language, vocabulary, literacy, grammar, and study skills.

Math-1E (40 weeks)

Course ID: MS0639/MS0640. This course emphasizes estimation, mental math and computation skills with respect to whole number, fractions, decimals, ratios, percents, and pre-algebra concepts.

Reading-1E (40 weeks)

Course ID: MS0659/MS0660. This course will develop general language, vocabulary, literacy, grammar, and study skills.

Science-1E (40 weeks)

Course ID: MS0649/MS0650. This course will develop general science skills through a hands-on instructional framework. Areas of study include earth and physical science as well as biology.

Social Studies-1E (40 weeks)

Course ID: MS0653/MS0654. This course concentrates on history, geography, and cultures. Introductory geography as well as essential skills in reading maps and graphs is included.

Online Learning

Students enrolled in grades 6-12 in Warren Consolidated Schools who are interested in participating in an online course under section 21F should see the course offerings from Michigan Virtual Schools at: micourses.org. Please see your counselor for more information

Grading Policy (5421A)

The following procedures and guidelines are to be used in implementing the District's grading policy:

A. All teachers shall set up their gradebook according to the Board Policy and Administrative Guidelines prior to the first student day. Should a teacher be hired after the first student day, the teacher's gradebook shall be set-up within two days of their first day of instruction.

B. All teachers will use the WCS Grade Scale to determine all card marking, final semester exam, and final semester grades for students in grades 3-12. Teachers of grades K-2 students determine grades using an alternative grading scale:

1 Exceeds Standard – Student can apply knowledge to new situations in an appropriate and meaningful manner.

2 Meets Standard – Student can use the knowledge in a variety of ways but does not always apply knowledge in an appropriate and meaningful manner.

3 Approaching Standard – Student has demonstrated a basic understanding of the course content, skills and processes.

4 Area of Concern – Student made an attempt, using appropriate content.

C. All student work will be graded on the WCS Grade Scale unless an alternate grading system is approved **annually** by administration and distributed in writing to students and parents. If an alternate grading system is approved it must follow the following grading guidelines:

Letter Grade	Percentage Range
A+	98 and Above
A	97 - 93
A-	92 - 90
B+	89 - 87
B	86 - 83
B-	82 - 80
C+	79 - 77
C	76 - 73
C-	72 - 70
D+	69 - 67
D	66 - 63
D-	62 - 60
E	59 - 50
F	49 - 0

The "E" is to be used to indicate the student has made significant effort but has not reached mastery of the course content.

The "F" is to be used to indicate the student has not made the effort to reach mastery of the course content.

Students should be assessed based on knowledge acquired, therefore assessments should account for the majority of a class grade (at least 75%) unless an alternative grading policy is approved.

Homework and daily/in-class work may account for up to 25% of the final grade. The remaining 75% percent of the final grade is to be based on fair and equitable, multiple measures of assessments* that will permit a student to demonstrate his/her mastery level of the course's content.

*Examples of assessments may include, but are not limited to, chapter tests, quizzes, projects, presentations, labs, etc. Assessments may be of any type that will demonstrate knowledge gained.

Teachers shall use total points or percentages when entering grades in PowerSchool for Homework and Assessment.

Within the teacher's grade book, the teacher shall only use:

1. "Category Weights" in calculating the final grade for each trimester (elementary) or quarter (secondary) grade. "Categories Weights" shall include a "Homework" and "Assessment" category. The "Assessment" category may be comprised of multiple categories designated within the teacher's gradebook as long as the total of all "assessment" categories account for at least 75% of the student's total grade. "Assessment" categories must reflect the examples of Assessments listed above.
2. "Term Weights" for each final semester grade (i.e. 40-40-20 for high school credit courses and 50-50 for middle school courses) – Secondary Only

Teachers are encouraged to implement intervention practices with regards to assessments in order to encourage student success. (Examples may include "test correction opportunities" or "test retakes" and other building based school improvement intervention strategies)

All assignments not graded as assessments shall be considered homework and are to be graded no lower than an F 49% per task. However, if a student does not turn in an assignment (not graded as an assessment), after the teachers has made at least three (3) reasonable attempts to provide students an opportunity to complete and turn in for credit, the assignment will be given a 0% in the gradebook, unless prohibited by the student's IEP. The building principal shall be responsible for defining "Reasonable Attempts." Individual assessment tasks are to be graded using the full percentage range of 0-100%.

D. A teacher may require students to meet a set of class expectations to receive a passing quarter or final grade. Such expectations need to be clearly communicated at the beginning of the class with students and parents and approved by administration annually.

E. All card marking periods are separate. No grading can be carried over from one (1) card marking to another. (i.e. Grade for a particular assessment/assignment may be counted in only one card-marking)

F. Final semester exams will be given to students in grades 9-12 each semester unless otherwise dictated by an IEP. Students who do not take final semester exams, unless excused from final semester exam per the senior final semester exam excusal criteria (see clause G below) will receive failing grades for the semester. Performance or oral exams will be permitted if approved by building principals. In accordance with State and/or Federal statutes, an IEP or 504 plans can dictate individual instructional and testing accommodations, exclusions or exemption from this policy. (Secondary Only)

G. Students who are absent for the semester exam shall work with the teacher to schedule the make-up exam prior to the close of the grading window period must have administrative approval to make-up exams. Final semester exams may not be given early unless extenuating circumstances exist as approved by administration. Make-up exams must occur after the original final exam is administered to students. In such instances, an alternative final semester exam may be used. Students will receive an "F" as a final mark until the final semester exam is taken by the student and graded by the teacher. In accordance with State and/or Federal statutes, an IEP or 504 plan can dictate individual instructional and testing accommodations, exclusions or exemption from this policy. (Secondary Only)

Seniors wishing to be excused from Spring Final Exams must meet and maintain all criteria listed below, until the last day of the class in order to be eligible for excusal. Courses held at CPC, MMSTC, and WSCPA are exempt from this excusal. Therefore, seniors must take all finals at CPC, MMSTC, and WSCPA.

Criteria for Spring Final Exam excusal:

1. Student must maintain an A- 90% or better average in the class using the average of the two (2) marking period grades.
2. No "skips" or "unverified" absences.
3. No more than three (3) combined absences or tardies.
4. Citizenship of Satisfactory (S) or better in each marking period.

Seniors must also submit an application to each teacher for the final from which they want to be excused from no later than the Friday preceding the start of final exams. Teachers must notify students who submitted an application for excusal whether or not they are eligible no later than two (2) school days before semester exams begin. This approval may be revoked should a student no longer meet the above criteria on the day of the final exam.

Students who are excused from the Spring Final exam shall receive a "credit" (CR) on the semester exam for report card purposes. The semester grade will be based on the average of the two (2) marking period grades with each marking period accounting for fifty (50) percent.

H. Each semester exam used to determine high school credit is to be a minimum of ninety (90) minutes in length and given on the prescribed day scheduled by the District unless otherwise dictated by an IEP. Spring Final Exams will be given to seniors during regular class time.

Non-high school students (i.e. middle school student) taking a course for high school credit, will be required to take a final exam that is equivalent to ninety (90) minutes in length. Grade calculation is to follow the "40%-40%-20%" rule (See L-1).

Non-high school students taking a Michigan Merit Curriculum (MMC) course will earn the high school credit, but the grade will not be used in the calculation of the GPA.

Non-high school students taking accelerated courses which earns an honors point, will earn the high school credit and grade which will become part of the student's transcript.

Eighth grade students will take a cumulative exam at the end of each semester for all non-high school courses. This exam will equate to no more than one (1) assessment grade in the 2nd and 4th card marking.

I. Teachers, each semester, will submit a copy of their examinations to their administrator the Monday prior to the first exam day. In the case of performance or oral exams, a description of the required activities will be submitted. Answer keys will accompany such materials as may be appropriate. Student exams, after grading, will be retained by the classroom teacher for one (1) additional semester. All written final exams and answer keys and descriptions of performance or oral exams shall be submitted to the Chief Academic Officer by the last day of exams each semester.(Secondary Only)

J. A student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned (see Policy [5200](#)). Elements of student conduct which are normally considered part of the conduct grade cannot be used in determining the academic grade. Likewise, no element of the student's academic grade can be used in determining the conduct grade.

K. Students will be allowed one day for each day of excused absence to make-up missed work. Requests for exception will be referred to the building administrator for decision and direction. Previously assigned work will be due upon return.

L. The integration of card markings and final exam grades shall be defined as below in determining passing/semester grades and the granting of credit:

1. High School: 40% each card marking, 20% final exam grade per semester. Credit will be given if the student achieves at least a D- 60 % average and passes 60% of the card marking periods and semester exam combined.

2. Middle School: 50% each card marking per semester or 25% each marking period in a year class. A middle school student must achieve at least a D- 60 % average and pass a minimum of 50% of the card marking periods to receive a passing grade as a final grade. However, if a middle school student is taking a class for high school credit the language of Clause H and Clause L1 in this administrative guideline (5421A) shall apply.

3. Elementary School (Grades 3-5): A 3rd, 4th, or 5th grade student must achieve at least a D- 60 % average and pass a minimum of two-thirds (2/3's) of the card marking periods to receive a passing grade as a final grade.

If a new student is enrolled in a class, the student's grade for the marking period (i.e. trimester for elementary students and quarter for secondary students) shall be based on the content for which the student was in attendance for. No student shall be penalized for content covered prior to the student enrolling in the class.

M. When periodic grades are computed, (card marking, final exam, final grade), teachers will use the ranges to equate a letter grade as follows:

Equivalent Letter Grade	GPA Equivalent
A+	4.33
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	.67
E and F	0

N. Beginning with the 2011-12 school year, courses that may award added-value honor point will receive, one-half (0.5) additional honor point, for grades B- and above, in District defined accelerated semesterized courses.

O. If a student repeats and passes a class s/he has failed, that student will receive credit and both grades will become part of the transcript but the highest grade will be used in GPA calculation. A student may also repeat a class already passed. That transcript would also include the original grade and second grade. No additional credit will be given. Again, the highest grade will be considered in determining the GPA. (Secondary Only)

P. A grade of incomplete ("I") may be given by the teacher with the approval of a building administrator and only under extenuating circumstances. When an "incomplete" is issued, the teacher is responsible for changing the mark on the grade sheet to a conventional ("A"- "F") grade within five (5) school weeks of the time of issuance. It is the student's responsibility to request assigned work missed and to complete all of it, including tests, within time limits as established by the teacher and the building administrator.

Q. In order to participate in commencements, seniors must have all correspondence course credits on file with the school by the first day of Spring Senior Final Exams.

COMPLIANCE STATEMENT

In compliance with Title VI or the Civil Rights Act of 1964, Title IX of the education Amendments of 1972, Section 504 or the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disability act of 1990, the Elliott Larsen Civil Rights Act or 1977, and the Genetic Information Nondiscrimination Act of 2008, it is the policy of the Warren Consolidated School District that no person shall, on the basis of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes") be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or in employment. Inquiries should be addressed to Brent Bott, Director of Security & Crisis Management, 31300 Anita, Warren, MI 48093. (586) 825-2400, ext. 65110.

CIVIL RIGHTS COMPLIANCE ASSURANCE OFFICER

The individuals listed below assume responsibilities for assuring compliance with the Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Title II of the American Disability Act of 1990, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination Act of 1975, as noted:

- Civil Rights Compliance Coordinator for Title VI, Title II American with Disabilities compliance Officer for Personnel, and Age Discrimination: Sharon Irvine, Chief Operating Officer;
- Section 504 Compliance Officer and Title IX: Brent Bott, Director of Security & Crisis Management;
- Title II American with Disabilities Compliance Officer for students: Brent Bott, Director of Security & Crisis Management.

Report to your counselor or to another staff member at the school, if you believe that you have been discriminated against, or not allowed to participate in any academic, sport, social program or activity in or at your school, or the district because of your: race, color, religion, national origin or ancestry, language, gender,

age, disability, height, weight or marital status. Your rights as an individual are safeguarded by the laws of the federal and state government and the district's policies and procedures.

Follow these steps: Contact your counselor or another staff member immediately. Be prepared with the following information; it is critical that you be as specific as possible with the date and time of the incident, what took place and what was said, and names of any persons who were witness to the incident. Witnesses are not required to report a complaint. Your concern will be investigated and resolved by the appropriate building or central office administrator within 10 school days of your report. If you are not satisfied with the results of the investigation, you may appeal to the school district Civil Rights Coordinator, Sharon Irvine, Chief Operating Officer. Confidentiality: every reasonable effort will be made to maintain your confidentiality during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. You will be appropriately notified when the investigation has been completed.

Warren Consolidated Schools is committed to the concept of equal employment opportunity as a necessary element in its personnel program. It is the policy of the district to prohibit discrimination on the basis of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes"). Compliance inquiries should be addressed to the Chief Operating Officer, 31300 Anita, Warren, MI 48093, (586-825-2400).

Notes and Questions
